



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

loyal breast must glow with the heavenly fire of patriotism. The union of these two virtues will constitute a perfect character. In every society, in every country, a few such characters may always be found to exist. With souls superior to the low, grovelling, prejudices of party, such citizens may be truly said to constitute the bulwark of the state. In the hour of civil commotion, or foreign invasion, they shall be found to be the firm friends of their king, their country, and their constitution. Should internal treachery erect her head, or should foreign invasion threaten their country with desolation or subjugation, these noble citizens will be found amongst the foremost to seize their swords and muskets, and risk their lives in suppressing internal rebellion; or in repelling the haughty invader of their country's peace.

A patriot will always be found ready to stand forward as the champion of his country, in resisting and opposing the attempts of tyrants to introduce arbitrary power and despotism. The cry of his distressed country will always rouse him from the slumbers of indolence, and animate him with the courage and resolution of a hero. Without a murmur, will he cheerfully sacrifice health and fortune, to assist in rescuing his country from slavery and oppression. Animated by the enthusiastic spirit of loyalty, he will voluntarily relinquish the comforts and pleasures of life; encounter the dangers of the field; wander a solitary exile from his native land; and even bow his head on the fatal scaffold, to retain his principles of loyalty, and preserve inviolate the sacred constitution of his country.

MARCELLUS.

For the Belfast Monthly Magazine.

DESULTORY HINTS RESPECTING THE ACADEMICAL INSTITUTION.

IT seems to have been, from the first, an intention of the friends of this institution, to comprehend within the same walls, two very different modes of education, and adapted to very different periods of life. Under the general title of "Academical Institution," the design was, and I believe still continues, to include *both* common schools for the English, Latin, and Greek languages, and also a collegiate establishment; *both* the initiation of boys, and the instruction of young men; *both* periods of life, from eight to twelve, and from sixteen to twenty; *both* modes of tuition, the lash of the school-master, and the prelections of the professor; in short, to hold out to the public the advantages of a complete course of education, from the grammar-school to the highest parts of liberal literature.

This double purpose, founded more on speculation than the experience of any similar institution, seems to have originated principally from a desire of uniting subscribers in carrying on the undertaking, who were of different sentiments with respect to the object of the establishment. There were, therefore, from the beginning, and there still continues to be, two parties, who have, hitherto, joined in one common end, but whose difference will become more apparent, and perhaps of more injurious consequences, when the institution itself is put in a state of activity. One party looks merely to the event of establishing a new set of schools in the town of Belfast, a set of rival grammar schools, possessed of several advantages in point of

room and situation. They are fearful, perhaps with reason, of the practicability of founding any thing like a college: they doubt of its ever obtaining any encouragement from administration, or any grant from Parliament. They know with what unremitting jealousy such novel institutions are viewed by more ancient establishments; but still, though they think that it will never be more than a collection of schools, they hold out the attracting idea of a college, and Professors, and a library, and scientific department, such as may swell the list of subscribers at home and abroad, and thus induce the co-operation of several, who would not otherwise have contributed their money, or their attention, for a local and comparatively insignificant purpose. The other party contemplate not merely the wants and wishes of the town of Belfast, but of the whole province, and speculate upon an establishment, not merely corresponding to the present population and prosperity of the North of Ireland, but which, in its enlargement, will keep pace with the future prospects of the country. They suppose, that being once legally incorporated, the institution will in no long time, obtain those privileges to confer literary honours which are peculiar to an University. They have little doubt of the continued patronage of the public, and they encourage a sort of tremulous hope of an annual provision from Parliament.

As the sentiments of either party have prevailed, so have speculations risen or fallen in the individual, or in the general mass of subscribers: their fears sometimes contracted into the school, and their hopes, at other times, dilated into an University.

For my part, I do not scruple to say, that however well things may have, hitherto, proceeded, the deve-

lopement of plan into practice, will prove the great and urgent defect to be placed in the double design of the Academical Institution, in the incompatibility of school and college under the same establishment; in the essential difference of their regulations, their organization, their modes of tuition; in the endless jealousies and feuds that must naturally and necessarily spring up between Masters and Professors; and above all, in the difficulty of maintaining a moral separation between scholars and pupils of different periods of life and stages in study, a separation most necessary to the good order of the institution, and lasting welfare of all who are taught within its walls. I think time will prove that the institution must either become a college or school; but that it cannot be both, that the different parts of the institution are irreconcilable, and will never cohere for any length of time, and that the undertaking will shrink into two or three roomy grammar schools, or will rise gradually into collegiate consequence, and this more by the energy of individuals, and the progressive population and prosperity of the province, than from the likelihood of any parliamentary or ministerial encouragement. I shall ever lament that the preparatory schools were not to be placed in the town, as they are at present, and that the building was not dedicated solely and exclusively to all the different classes of literature which are understood to be included in the term *University*.

It may be right, however, to conceal from others, and if possible, from ourselves, this original defect of the institution, which began in its first conception, runs through the whole prospectus, and is, as it were, incorporated by our charter, beyond the remedial power of bye-laws.

It is a disadvantage of all incorporated societies, that they confirm original mistakes: that they incorporate error as well as truth, and oppose insurmountable obstacles to improvement and reform on a better understanding of the subject, through the benefit of experience. Corporations have always little head, less heart, and only abound in belly. Let us however, do as well as we can, manacled as we are by the chains of the charter, which begins to lay upon us the shackles of ancient establishments. Most houses in Belfast have a rent from top to bottom, by being placed in an insecure foundation. Our literary edifice has, I think, a crack of the same kind. Let us fill up the crevices with plaster, if we cannot new lay the foundation. Let us, in putting the literary department in motion, consult the wishes of both parties in the institution, and prepare both for education more strictly scholastic, and for what in the charter is called "the Literary and Scientific part of the Establishment."

With this conciliatory purpose in view, we ought at the same time, to commence the Academic Institution in such a manner as might conform to public expectation, and impress the people with a belief of its future importance. One Master chosen, or one Professor endowed, would certainly be but a paltry and inadequate beginning, little correspondent to the general idea of such an institution. Were we, again, to set out with the appointment of one or two *Professors* only, it might be justly objected, that we were beginning at the very end and completion of education: that we were attending more to the public than pupils, to popular lectures abroad, than to the advantage of scholars within the walls; that eclat

might have its advantage, but should always be subservient to utility; and that our institution was not meant for an exhibition, but to be made a *studium*.

Will it not therefore be better if the two divisions of the institution, the school and the class, were to advance, as it were, *pari passu*, in order to conciliate all, and to accomplish, if possible, the double end we have in view.

I presume to suggest that an adequate commencement might be made by the appointment of two Masters, one of the English, and one of the Classical school; and two Professors, one of Moral Philosophy, including logic, and the second of Natural Philosophy, including Mathematics. In our choice of Professors we ought to look to examination of students, as well as prelections in which the pupils are, as it were, passive recipients. One great object is to make the mind of the student more active, than it generally is, on listening to a course of lectures.

To accomplish this, in the present state of the literary fund, it would be necessary that the *Masters* should not receive salaries from the institution, but only the advantage of rooms; and that a stipend of £.150 each should be raised by voluntary subscription in and about the town, to be continued for three years after their settlement, which time being completed, it may be supposed they will have a competent number of scholars. The two *Professors* to be paid out of the funds of the institution, at the same rate of the head Masters, in order to prevent invidious comparisons between the different orders of teachers.

With respect to the organization of the academy, and the internal regulations of schools and lectures, much must be left to the advice and

assistance, the knowledge and experience of the Masters and Professors themselves. when upon the spot. It would be altogether premature to form a code of internal regulations for the institution, until such assistance be obtained. The duty of this board, in this respect, must be suspended until the appointment and co-operative advice of men of equal learning, and more enlarged experience can be attained, although even then the use of this board will be far from superseded in its salutary controul and superintendence. The actual choice of Masters and Professors would immediately give life and activity to what is at present mere speculation. All plans of this kind must have many errors, which can only be rectified in the course of practice, and therefore it is a commencement ought early to be made, that we may be the sooner lessoned by time and experience.

I should think that our best hopes are not to be placed in assistance from Parliament, or the minister of the day. The less we have to do with government, the better will be our self-government. It is individual exertion which will alone contribute to the establishment of the Academic Institution. An education by statute is like to be a stinted education, in every thing, except in soporific ale, and solid pudding, to which as much of the *laurel* is generally added, as may be sufficient to give it a literary flavour. A juster ground of hope, in my opinion, rests on the endowment of chairs, by certain *public bodies*. I should think the town of Belfast might endow one Professor; the Synod of Ulster, a second; and perhaps the Linen-trade of the North might be prevailed to endow a third, suppose a lecturer on operational chemistry, a subject so nearly connected with our staple manufacture. Is there any chance

of the corpulent corporation of Belfast being able to provide even a puny professor, from their unemployed funds? However this may turn out, I think a rational hope of helping the deficiency of our funds, and their inadequacy to more than one Professor at present, might be remedied by a proper application to be made immediately, by letters addressed to these public bodies.

In searching for proper Masters or Professors, it should be observed that particular branches of learning are more successfully cultivated in some places than in others. Thus, if a lecturer on Moral Philosophy be determined upon, we should turn our attention to Scotland, and Professor Dugald Stewart ought to be addressed on this subject. For a lecturer in Natural Philosophy I should imagine London is the place, and application might be made to Mr. Davy of the Royal Institution, Mr. Nicholson, conductor of the Philosophical Repository, and Dr. Aikin, with his sons Arthur and Charles; to Dr. Hope, and Dr. Thomson of Edinburgh. As to head Masters of the English, Latin, and Greek languages, letters ought to be written to Mr. Lindley Murray, and, as I think, to the Masters of Eton and Westminster, and Harrow Schools, in which the Classics are taught most critically, and with greater regard to composition, both in prose and verse, than in our Irish seminaries. It should, at the same time, be observed, that recommendations almost always exaggerate, from motives of personal friendship, and merits of the persons so recommended; and as we must chuse without any examination, or any other means of determining comparative merits, it perhaps will be found, that public fame, or popular character, is the best and truest criterion of abilities, either in Master or Professor. Hence I think, it follows, that we are not

to direct our choice upon those who are yet to make a character, but upon those whose literary reputation is, in a considerable degree, established; we are not to contribute to push a young man entering life, into literary notice, as we may have contributed to push an architect into employment; but the persons we chuse are to contribute *their capital* of character to illustrate and aggrandize this institution, in return for the emoluments they may receive, and the future advantages they may expect.

We are just arrived at a critical period of the Institution, upon which much of its future character will depend. There is no extreme of conduct I am apter to dread than an implicit faith, and tame acquiescence in precedents and authorities; yet there is, I acknowledge, an extreme on the other hand, of acting from first ideas, unadvisedly, and without the assistance of that great teacher, experience. We are to guard against the corporate selfishness, and against the individual temerity. But this ought to prompt an immediate beginning of the Institution, in a manner adequate to the hopes and expectations of the public, and to the probable efficiency of our funds, if not at present, at least in a short time to come. I think, then, that two Masters and two Professors will accomplish the purposes at present in view. One head teacher in English, and one in Latin and Greek, and Classical literature. Two lecturers—one of Moral Philosophy, and another of Natural and Experimental Philosophy, with examinations appropriate to each course.

X.

An Outline of such a course of Liberal Instruction, as may be most useful, and at the same time applicable to

the present Circumstances of the intended Institution—"Bornons nous à l'utile et à l'applicable."

1st. Ought not the head-masters of the English, and of the Classical schools, to be sought for immediately, as their opinion, advice, and assistance, with respect to every particular of the management, disposition, and internal economy of these schools, will be necessary before the Board can come to a final determination. Application, by circular letters, ought to be made to those quarters where we shall be apt to meet with most knowledge and experience on such subjects—to the masters of Westminster, of Eton, of the high school at Edinburgh, &c. We apply for a plan of the building to a professional architect, in the same way, we ought to apply for masters to men, who combine practice with speculation, and have tried rules by the test of experience.

These head masters ought to be men of eminence and distinguished merit in their separate departments.

These head-masters, besides the daily-superintendence of the schools, ought, as I think, to deliver prelections to the scholars of their respective schools, once a week, (on Saturdays,) in the common-hall of the Institution; each lecture to continue one hour.

1. The head-master of the English school upon the English language, its nature, its excellencies, and defects; the principles of grammar, and its philosophy as may be applicable to the native tongue; on the art of reading and reciting with distinct articulation, just pronunciation, inflexion, and management of voice; on English composition in all its parts; recitation in general, and of their own compositions to be made on the same days by selected students in common-hall assembled. The habit of declaiming with an

oratorical voice and gesture, an exercise by no means general, but perhaps more useful and ornamental than any of the others of the polite arts.

Ought not this master to be chosen with the greatest attention to his pure and even elegant enunciation, so as to become an exemplar for the assistants. Belfast has a great provincialism of dialect. Nothing would induce fathers of families to settle in this place, so much as the certainty of avoiding this mongrel dialect, this Scotch brogue, in an asylum of literature.

The art of reading and reciting is scarcely ever taught to perfection, and the learned and scientific in general read abominably. "To read," as has been admirably expressed, in a seductive and fascinating manner, gliding rapidly, and with a low voice, over the feeble passages, dwelling with intelligence, though without affectation, upon the happier parts, finally, giving to recitation that delicate punctuation, which renders sensible excellencies of different species, by nice and varied inflexions, and avoiding, with the greatest care, that emphatical manner which disgusts the hearer, by attempting to command their acquiescence, and misses its effect by endeavouring to augment it." I think it will prove easier to get Professors in all the sciences, than an adequate head master and Prelector of the English language.

2. The head master of the Classical-school ought, I think, to correspond to the Professor of *humanity* in the Scotch colleges, by giving lectures on the ancient languages, on the history, mythology, manners, &c. of the ancients, by illustrations from the different authors; on the merits and defects of the different Classical writers, &c.; recitations from the Classics to be made by the

students appointed for that purpose. Premiums to be distributed.

Fees for these lectures, one Guinea a course.

Session from October 1st, to April 1st.
Lectures to be open to visitors.

The Professorships, to be established as soon as possible, (and perhaps before the schools,) ought, in my mind, to be as follows.

1st. The chair of *Natural and Experimental Philosophy*, including as much of pure *Mathematics*, as may be subservient to the subject of this course. *External* nature first attracts us.

2d. After seeking for truth in the great world, it is to be searched for in the little world, within ourselves, in a course of *Moral Philosophy*, in which I should include *Ethics*, *Logic*, and rational *Metaphysics*.

3d. It is *Language* which, as Bacon expresses it, has made the happy match *between the mind of man, and the nature of things*; hence a chair of *Rhetoric*, in its most extensive sense, taking in a course of *Polite Literature*; the *Philosophy of Language*, and all which may appertain to *words*; the theory and history of the *Fine Arts*, (*Histoire Raisonnée*, as the French term it,) from Homer down to the present time; the origin and art of *Criticism*, rules and examples; the art of oratory, and rules for the different species of elocution of the pulpit, the bar, the senate, &c.

4th. Lectures on the theory and practice of *Chemistry* and *Mineralogy*, in reference to Arts and Manufactures, particularly of the North of Ireland.

5th. A course of popular lectures on *Agriculture*, in its theory and practice, on rural economy, and husbandry, with as much of botany

as may be necessary to the agriculturalist.

6th. Our own COUNTRY forms the central point around which, as citizens, our best hopes and wishes should rally, to which, as men of science, our views ought to converge. In all our course of investigation, we should look to *Ithaca*; and were I able, as I am willing, to endow a chair, it should be a course of lectures on *Political Economy*, preceded by a view of civil and ecclesiastical history in general, and comprehending, as their result, a statistical, economical, moral, and political view of Ireland, with its civil and church history, a full explanation of the causes which have impeded its progress to civilization, and a particular statement of such remedies as sound policy, and practical humanity suggest for its improvement.

The course of liberal instruction I should, therefore, think most suitable to the present design of the Board, would be,

1. Lectures on the English tongue; by the head-master.
2. Lectures on the Classics; by the head-master.
3. Lectures on Natural and Experimental Philosophy.
4. Lectures on Moral Philosophy and Logic.
5. Lectures on Rhetoric, or Polite Literature.
6. Lectures on Chemistry, and Mineralogy.
7. Lectures on Agriculture, and Botany.
8. Lectures on Political Economy, and History, Civil and Ecclesiastical.

For obtaining Professors to fill these chairs with reputation to the rising seminary, and that sort of *clat* which may create a popular interest and impression, assiduous attention ought to be paid. Apply to Sir Humphry Davy, of the Royal Institution, London; Dr.

Aikin, Charles and Arthur Aikin; Professor Stewart, Edinburgh; Mr. Kirwan, Dr. Perceval and Dr. Stokes, of Dublin, Mr. Miller, formerly Fellow of T.C.D., &c. &c. Every thing ought to be done "ad captandum vulgus," (great and small.) Even in literary projects, attention ought to be paid to the common-sense of the community, the sound intellect of the constituent proprietors. Bacon says, "the state of knowledge is ever a Democracy, and that prevaileth which is most agreeable to the senses, and conceits (conceptions) of the people."

One great and good consequence resulting from this institution, will be, by bringing together, into a closer society and intercourse, liberal and ingenuous men, who may unite their labours, without regard to sect or party, (for science is of no party,) in one pursuit, alike interesting to all, by which mutual prejudices will be worn off, a humane and philosophic spirit will be cherished, and youth will be stimulated by imitation and example, to a laudable diligence and emulation in the pursuit of truth.

Such an Institution will have its uses for men as well as boys.

Every Professor ought to appropriate an hour for private examination, the day after his public lecture. In public lectures, the minds of the hearers are passive, and private examination is necessary, not only to fix attention, but to impress recollection. *Each course two Guineas.*

Ought there to be any particular distinction in the dress of the students, by cap, or gown, &c.?

A Botany Garden will be necessary, not only as a subject for lectures, but as a place of agreeable recreation. How far might an experimental Farm be consistent with the design of this Institution?

I should think the only rooms at present necessary, to be—1. A common-hall, for lecturers, or teachers, at different hours of the day—2. A room to deposite books.—3. And a room for the purpose of a temporary museum.

I should wish to see appropriate mottoes and inscriptions over the principal entrance or vestibule, and on the doors of each of the schools in the College.

Such as over the entrance to the English school, the words which Mrs. Jones, the mother of the eminent linguist, Sir William Jones, constantly repeated to her son:—

“Read, and you shall know.”

For the CLASSICAL School:—

“*Nos liberalibus Studiis et disciplinis filios erudimus non quia virtutem dare possunt, sed quia animum ad accipiendam virtutem præparant.*”

Cic.

For NATURAL PHILOSOPHY:—

“*Homo, Naturæ minister, et interpres, tantum facit et intelligit quantum de naturæ ordine, re vel mente observaverit, nec amplius scit aut potest.*”

Bacon.

For MORAL PHILOSOPHY:—

“*Ἀληθείαν καὶ Εὐεργεσίαν.*”

X.

=====

To the Proprietors of the Belfast Magazine.

=====

“When we boast of our own revolution and laws,

Yet reprobate men who have spurn'd base controul,

We may show an acquaintance with liberty's cause,

But we strangely evince a contraction of soul.”

AS I have ever had a great veneration for the memory of all good patriots, I have been very anxious

to collect some information respecting those patriotic characters, who, in 1793, were exiled from Scotland, for endeavouring to promote free representation, and a reform in Parliament.

In the Monthly Repository of Theology and General Literature, for August last, I met with a highly interesting letter from Joseph Gerrald, one of the exiled Scottish patriots, to the late Gilbert Wakefield. This letter affords an interesting specimen of the independent mind of the writer, and is also truly honourable to the memory of Gilbert Wakefield. I hope it will be valuable to some of the readers of the Belfast Magazine; I shall, therefore, not apologise for requesting you to insert it in your pages.

“*On board the Sovereign, lying off St. Helen's, May 17th, 1795.*”

“I should wantonly repress the warmest emotions of my heart, and feel myself guilty of a breach of moral duty, did I depart the country without bidding adieu to my respected friend, Gilbert Wakefield. The tender attention which, during my persecution, he, a stranger to every thing but my principles, unsolicitedly paid to me, can never be erased from my mind. The recollection of it will be a consolation to me, under the most trying events of life; and, after the approbation of my own mind, will stand among the firmest supports of an inflexible fortitude.

“I did not think, my friend, to have quitted you so abruptly. I received assurances, through an indirect channel, from ministerial authority, that it was not their intention to send me immediately. But they knew that I was incapable of making any submission, and therefore were determined to insult and deceive a man, whom even the iron